



Title: Gender: Boys, Girls and Stereotypes

Level: SECOND

Code: 2.5.1 (V2)

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</p>	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Identifies positive things about own body image and appearance. • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Demonstrates an understanding of diversity in sexuality and gender identity.

Learning Intentions

- Children learn about gender.
- Children consider gender stereotyping.
- Children view themselves as unique individuals.

Success Criteria

- Children describe themselves positively, their unique attributes and interests.
- Children give examples of and can challenge gender stereotypes.
- Children understand and accept diversity amongst their peers.

Resources to support this activity

- Slides
- *Should toys just be for girls or for boys?* Newsround <https://www.bbc.co.uk/newsround/24211824> (duration 2 minutes 12 seconds)
- My Word Search activity

Activity

1. **Talking about gender.** RSHP learning is enhanced if children can sit together, gather together if you can. If the children have learned about gender at First Level then the introductory slides can be used to refresh/remind them about this. If this is the first introduction to the themes of this activity then introduce fully with the introductory slides, accompanied with input along these lines:

Slide 1: When a baby is born parents are told what **sex** their baby is. A doctor looks at the baby's body and decides - if the baby has a vulva, they say the baby is a **female/girl** baby or if the baby has a penis and testes, they say it is a **male/boy** baby. Mostly, this is easy for the doctor to decide, but for some babies it isn't so clear, and the doctor might decide the baby is **intersex**.

Slide 2: Today we are learning about gender. After we are born people start to see us and think about us as a boy or a girl even if they don't know whether we have a vulva or a penis. This is when being a boy or a girl is called our **gender**. People might think they know your gender because of the clothes you wear, or how you behave, or the things you like to do.

Slide 3: Have you ever heard someone say 'that's boy's stuff?' Have you ever heard someone say 'that's girl's stuff?' (Acknowledge first responses but move on to the film saying you will watch this first and come back to chat about this more.)

2. **Should toys just be for girls or for boys?** The children may have raised issues around toys being for girls or for boys. Introduce this short clip from Newsround where the reporter is investigating whether toys should be targeted at one gender more than the other. Watch the film: <https://www.bbc.co.uk/newsround/24211824> (duration 2 minutes 12 seconds) Have some discussion: what do the children think?
3. Use the questions on the subsequent slides to ask children to talk with a partner firstly, then get some feedback:
 - Apart from toys, what kinds of things do you ever hear people say should be for boys or for girls? Why do you think a person might say such a thing?
 - Say you are a boy that likes to do ballet, how would you feel if someone told you, you shouldn't do it?
 - Say you were a girl that liked to play football how would you feel if someone told you, you shouldn't play it?
 - Can you think of any names people call a kid if they are doing something that they think should only be done by a child of another gender?

For this latter question, acknowledge that these names can hurt, that it makes children feel sad or worried when someone tries to say they can't be who they want to be. Share the slide:

There are no rules about how to be a girl or a boy - be who you want to be.

4. **Stereotypes.** Introduce the idea that when people tell us that boys or girls have to be a certain way this is called a stereotype. Use the slide/clarify understanding.

A **stereotype** is an idea that people might have about a group of people based on how they look on the outside. When you stereotype people this is wrong, because what is on the outside is only a small part of a person. Sometimes, what you might think about a group of

people might be true for some of them, but to say they are **ALL** something (and especially something bad) then that's a stereotype.

Ask the children: *What examples of stereotypes can we think of?* Use some examples if it will help:

- All Scottish people wear kilts – NO (but some do sometimes)
- All children are spoiled rotten – NO (but sometimes we like to get treats)
- All dogs are dangerous – NO (but a small number might be)

Explain: To say that something is a boy thing or a girl thing is a stereotype. To say that a boy or a girl can't like or do something BECAUSE they are the gender they are is a stereotype. We can do what we like to do or like what we like, whether we are a boy or a girl.

5. Share the final slides (read out) and discuss any responses

You are a unique person, you know who you are....

That's why we say.... In this class, we are all individuals, different, unique and special.

6. **My Word Search.** Use the prop. The purpose of the activity is to focus on the uniqueness of each child, to reinforce that what they like/like to do is affirmed. Introduce the activity along these lines. That today the children have been thinking and talking about what children can do and what they can like. There has been some discussion about stereotypes, that sometimes a person says you can't do something because of the gender you are. So, this last activity is all about you. It's a blank word search, there are 20 things listed that you might like to do – pick up to 10 of them. If you don't see what you like here, then you can add your own words. On the word search, put in the words you choose, circle the chosen words *on the list* so that the person doing your word search knows what to look for. When all your words are inserted, fill up the blank spaces with random letters.
7. Collect the completed word searches in and make 2 copies – one for children to do in class together (perhaps if they don't put their names on they can guess whose word search they have completed?) and one copy to take home for the children to do there.
8. To end, encourage some sharing about what the children like to do as shared in their word search.

Additional ideas

- If they wish to do so, they can take their personalised word search home to do with someone there.

Connecting with home

The following could be the basis of a short email/message home to parents/carers about this series of learning activities:

As part of our RSHP (Relationships, Sexual Health and Parenthood) learning, we are exploring gender. The children are learning that when we are born a doctor will decide what sex a baby is, but gender is different, it is how we identify and live in the world. The children will learn that they can be whatever kind of girl or boy they want to be – with interests and ambitions that show them to be unique individuals. In our learning across lots of different subjects and activities we want girls and boys to be and feel equal and treat each other with respect. We will also learn that some people would like to have a different gender

from the one they have been brought up in, this is called being transgender. Children will see and hear about these things in the media or from others and so it is important we give them good information and allow them to ask questions. The overall message for the children is that in our class we are all different, unique and special and that we should treat each other with care and respect.

Further learning activities are available that connect to this RSHP curriculum content

- 2.5.2 Gender: We are all one-of-a-kind
- 2.5.3 What is transgender?

Practitioner Notes

